

Eastern Sierra College Center Department Annual Section Plan for Academic Year 2017-2018

November 2016

Description Of Section

Mission/Connection to College Mission

ESCC's mission is to provide outstanding and equitable educational programs and services tailored to the students in Inyo and Mono counties. We demonstrate a conscious effort to produce and support student success and achievement through traditional and interactive television delivery of courses and innovative, high-engagement and comprehensive student learning support.

To accomplish this mission we will provide:

- transfer and career technical education;
- remedial instruction;
- comprehensive student support services and learning support;
- learning opportunities that develop ethical and effective citizenry; and
- continuing education that is compatible with the institution's primary mission.

ESCC's mission mirrors the college mission as it relates specifically to students and community members in Inyo and Mono counties. ESCC primarily offers the Cerro Coso General Education, IGETC and CSU General Education patterns on-ground. In addition to these general education patterns, ESCC offers on-ground 11 degrees/certificates and three courses that lead to state certification. These degrees/certificates are available across seven different departments and include six CTE certifications (both CCCC and state), two CTE degrees, three CSU transfer degrees and three liberal arts associate degrees. ESCC also offers a range of community and contract education courses available to the public. ESCC hosts and co-sponsors events/programs/courses and rents out our facilities to support the community. ESCC also offers the following student services on-ground: Counseling, Comprehensive Learning Support Services, Admissions & Records, Basic Skills, Access Programs, Library and Bookstore. All other student services are provided online or via the IWV campus services.

Review And Planning

Performance and Equity Gaps Still to be Addressed

Operational and Performance Gaps. ESCC faces the following operational/performance gaps:

1) Two ESCC Full-Time Faculty are retiring as of June 30, 2016--BIOL and ENGL Faculty. ESCC will need to replace the BIOL Full-Time Faculty. ESCC would like to hire a second Full-Time Faculty, but have the option to explore other disciplines such as PHED.

- ESCC will need to fill the BIOL Full-Time Faculty position as there are more BIOL courses (and more BIOL course hours/units) offered at ESCC than any other discipline. BIOL courses are offered to support the LVN program, RN prerequisites, general education requirements for AA and transfer (CSU, UC and UNR). Additionally, BIOL is required for two of the three Associate Degrees for Transfer (Kinesiology and Psychology) and one of the Associate Degrees (Liberal Arts and Sciences: Math & Sciences) offered at ESCC. Further, none of the BIOL courses offered at ESCC are available online. Additionally, because of the load for each BIOL course, adjunct faculty can only teach one BIOL course each semester. Typically, ESCC offers between two and four BIOL courses each semester.

- ESCC offers four ENGL courses and one SPCH course each semester. ESCC offers all ENGL courses on M/W in Mammoth and Tu/Th in Bishop from 4-6PM and does not offer any other courses at that time (MATH is offered opposite days/sites, but at the same time). This enables students to complete ENGL/MATH sequences without interfering with either other required course work or their ENGL/MATH sequence. The 4-6PM time slot allows both daytime and evening students to take ENGL/MATH on site. For evening students, they are able to take two additional courses after their ENGL/MATH course or one ART/Science course in the evening. This type of strategic scheduling not only serves students better, it increases efficiency (FTES/FTEF) for all courses by minimizing overlap. The way ESCC schedules ENGL requires at least two ENGL instructors to cover all classes, with each instructor having no more than two 4-unit courses per semester (plus SPCH). ESCC would be able to cover the ENGL courses with adjunct faculty; ESCC would not be able to fully fill load for a full-time ENGL professor. ESCC recommends hiring a multi-disciplinary full-time faculty with a focus on disciplines that cannot be taught online (such as PHED, ART, HCRS, and so forth). ESCC believes that this type of creative staffing will provide more flexibility and better match ESCC's current curriculum offerings.

2) ESCC is not able to meet student demand for student services (EOPS, DSPS, Financial Aid, and Veterans' Services). An additional 15 hour/week of adjunct ACCESS counselor time is requested for the 2017-18 academic year, training in Financial Aid/Veterans' Services is requested for ESCC's Educational Advisor and Department Assistants, and two days/semester (during Open House) of on site Financial Aid and Veterans' Services staffing is requested at ESCC.

- ESCC is requesting an additional 15 hours/week of ACCESS counselor time. ESCC hired a 21 hour/week adjunct ACCESS Counselor in Spring 2016. Prior to Spring 2016, ESCC did not have any ACCESS services on site. During the Spring 2016 semester, the ACCESS Counselor worked 21 hours/week on the Bishop campus. During the Fall 2016 semester, the ACCESS counselor worked 16 hours/week on the Bishop campus and 5 hours/week on the Mammoth campus. As a result, ESCC's ACCESS student numbers have grown from zero to 44 in Bishop and from zero to 14 in Mammoth. We believe that based on our student demographics in both Bishop and Mammoth, our ACCESS student numbers will increase with more accessibility to an ACCESS Counselor. Although KRV has 22 hours/week of ACCESS Counseling and 78 students and IWV has 29 hours/week and 79 students, Bishop and Mammoth are really two separate campuses and with only 2 days/week in Bishop and 5 hours/week (one day/week) in Mammoth, it is difficult for students to connect with the ACCESS Counselor and for our numbers to grow. With a total of 36 hours/week and two different counselors (18 hours each), ESCC could have an ACCESS Counselor at both the Bishop and Mammoth sites for 4.5 hours each day (Mondays - Thursdays) and increase the numbers in Mammoth. By increasing the Mammoth numbers by just 24 students (38 students total for Mammoth), we would be at the same ratio of ACCESS staffing per student as IWV in terms of students per weekly hours.

- ESCC is requesting training for our Educational Advisor and Department Assistants to better serve ESCC students' financial aid needs and ESCC veteran students. Currently, ESCC does not have these services on site.

- Additionally, ESCC requests two days/semester (during our Open House at each site) of Financial Aid and Veterans' Services staffing to support ESCC students on site.

3) ESCC has a need for landscaping services periodically throughout the year to remove weeds on the Bishop campus. We believe that if IWV hires another groundskeeper, 8 days/year could be devoted to removing weeds on the Bishop campus. We would need two full days four times/year to maintain the Bishop landscaping.

4) ESCC's LAC adjunct faculty staff the LAC 6.5 hours/day, 4 days/week at each site for a total of 52 hours/week. Currently LAC adjunct faculty are funded by general funds for only 11 hours per week per site (22 hours total per week). The remaining 30 hours are funded by a third-party foundation. In order to institutionalize support for student success, ESCC is requesting general funds to support at least half of the hours - 13 hours per week per site (26 hours total per week). This would reflect a 4 hour/week increase over the current year. ESCC believes that the LAC is the primary point of contact for student success at ESCC, performing all of the key tenants of the RP Group's The 10 Things Everyone Can Do to Support Student Success: 1) Ask students why they are in college; 2) Help students navigate their way through the different offices, programs and services at the college; 3) Connect students with services or resources that can help them with career exploration, goal selection and ongoing academic assistance; 4) Have high expectations for students and hold them accountable; 5) Ask students for feedback about their experience, including what works, what needs improvement and what's missing; 6) Encourage participation in out-of-class activities; 7) Help students build peer support networks; 8) Show students that you are proud to work at your institution and that they should be proud to be enrolled at your community college; 9) Recognize the value of students' talents, abilities, skills and experiences and connect them with opportunities to contribute; and 10) Communicate and demonstrate to students that you care about their success.

5) In order to improve, grow and stabilize the Kinesiology AA-T degree program at ESCC, ESCC is requesting a full-time faculty temporarily re-assigned (possibly for the summer, a semester or a year) from IWV to ESCC in kinesiology to support improvement, growth and stabilization of this program. We are currently seeking an adjunct faculty to replace the current adjunct faculty who is planning to retire. Further, we are exploring the possibility of hiring a multi-disciplinary full-time faculty, though even if approved, the chances of an applicant having both ENGL and PHED minimum qualifications is relatively low. (See #1 above).

6) In order for ESCC to create a 'learning college' culture on campus, compensation for faculty to attend and participate in on-site, in-person professional development is requested.

Equity Gaps. Data for ESCC success, retention, completion, etc. disaggregated for age, gender, ethnicity and other demographic factors are not available. ESCC tracks student ethnic demographics compared to county demographics to identify gaps in access. Further, ESCC refers to CCCC success, retention, completion and other rates for various sub-groups and focuses on addressing those gaps. ESCC is continuing to request disaggregated data to address site equity gaps. See Progress Made Toward Prior Initiatives #3 for more detail.

Impact of Performance, Operational and Equity Gaps on Student Learning Outcomes (SLOs). Throughout the planning and review cycle, ESCC focuses on gaps that influence SLOs. The performance and operational gaps listed above, if not addressed, will lead to a negative influence on SLOs. Without a sufficient combination of full-time and adjunct faculty aligned with the programmatic offerings of ESCC (BIOL, PHED, ENGL, multi-disciplinary, for example) ESCC will not be able to offer courses needed to maintain student goals and objectives. Further, a sufficient ratio of full-time to adjunct faculty provides support for adjunct faculty in assessing and improving SLOs. Institutionalized funding to support LAC adjunct faculty directly assists in improving SLOs for all courses. LAC adjunct faculty rely on the SLOs for each course and design instructional support to achieve SLOs. Where there are gaps in SLOs as identified by faculty chairs and ESCC faculty, LAC adjunct faculty support improvement of those SLOs. Adequate student services faculty and staff are also instrumental in ensuring SLOs for courses and student services programs are addressed. Further, professional development training for faculty and staff can be developed to support collaboration on strategies to assess and improve SLOs. Because disaggregated data is not available for ESCC to identify equity gaps, SLO data is another metric that is used to identify outcome gaps and possible strategies to address those gaps.

Progress Made on Prior Year Initiatives

Increase High School Yield in Inyo County

ESCC made progress toward increasing the high school yield in Inyo County. ESCC held a county-wide strategic planning meeting to discuss how to increase high school yield in Inyo County on November 4, 2014. During this meeting it was determined that the needs of each of Inyo County's seven high schools were sufficiently different as to require separate working group meetings. Further, we determined that monthly working group meetings were too frequent and we currently meet (either in person or via phone) on a regular basis (at least twice each semester) with five of the seven high schools (Bishop Union High School, Big Pine High School, Palisade Glacier High School, Owens Valley High School and Lone Pine High School). Jill Kinmont Booth School is focused on returning students to the main high schools and has indicated that they do not need to focus on increasing matriculation to Cerro Coso because their students typically graduate from one of the other high schools. Death Valley High School has indicated that they are too far away from Cerro Coso to focus on increasing matriculation to Cerro Coso. Nevertheless, ESCC includes JKBS and DVHS in all communications related to high school partnerships and reaches out each semester to check in via a phone call to the superintendent/director. As a part of the strategic planning meeting and subsequent follow up working group meetings, ESCC currently employs four primary strategies to increase high school yield with five Inyo County partner high schools:

1) High School Graduate Outreach. High school counselors at each of our five Inyo County partner high schools identify seniors who either have no education plans after graduation, plan to attend a community college or plan to attend CCCC and refer them to ESCC. ESCC visits each high school in February, March and April to complete the matriculation components. During the February visit, ESCC admissions staff assist high school graduates with completing admissions and orientation, and provide them with information on how to prepare for assessment tests, apply for financial aid and seek scholarship opportunities. During the March visit, ESCC admissions staff return to administer assessment tests and the ESCC counselor/educational advisor meet one-on-one with students to develop an educational plan. In April, the admissions staff return to help students register for classes, answer financial aid/scholarship questions and order books. For Palisade Glacier High School, we also provide these services on their campus in the Fall semester for students graduating in December/January.

2) Concurrent/Dual Enrollment Programs and Articulation. ESCC has been expanding its concurrent enrollment programs with four of our five Inyo County high school partners: Bishop Union High School, Big Pine High School, Palisade Glacier High School and Owens Valley High School. Lone Pine and Death Valley High Schools are considering dual enrollment rather than concurrent enrollment at this time. Jill Kinmont Booth School does not have students for a full semester so believes that concurrent/dual enrollment is not an option at this time. Bishop Union High School is also exploring dual enrollment and has articulated (credit by exam) Career Choices/Success 101 with CCCC. None of the other Inyo County high schools are currently offering Career Choices/Success 101. As part of the Concurrent/Dual Enrollment program, ESCC administration, admissions staff and educational advisor/counselor meet with high school students and parents every semester. Concurrent/Dual Enrollment and articulation are key components of ESCC's strategy to increase high school yield. Also, ESCC LRC faculty reach out through phone and email on average every other week to all concurrently enrolled high school students to check in, provide support and encouragement, and remind them of important dates. By linking more high school students to Cerro Coso, we believe this builds relationship with, comfort

of and awareness of CCCC and our programs and services. Thus, we believe this will encourage more Inyo County students to continue attending CCCC after graduating from high school.

3) Host Independent Study Program at ESCC Bishop. ESCC now hosts the Bishop Union High School and Palisade Glacier High School Independent Study Programs on the ESCC Bishop campus. Students meet with their teachers twice each week on the ESCC Bishop campus. Hosting the Independent Study program enables students to learn about and enroll in CCCC courses as part of their Independent Study program and also transition directly into CCCC courses after graduating from Independent Study. It also provides an opportunity for the Independent Study teachers to learn about ESCC and work more closely with our faculty and staff, further building connections between the K-12 and CCC systems in our service area.

4) Host K-12 Events. ESCC hosts both an Inyo County 8th Grade College Day and a 5th Grade College Day every year. ESCC also hosts a Latino Family College Night in Inyo County every two years. ESCC hosts an annual Native American College Summit and other college events targeted toward Native American students. This year we are initiating the Native American Education Collaborative, which will provide an opportunity for all organizations that provide educational services to Native American students of all ages and at all levels to meet twice a year to collaborate and align programs. These events have increased the awareness of CCCC's programs among our minority populations and we believe it will increase high school yield in Inyo County.

This initiative--increase high school yield--is in progress as ESCC plans to continue and expand all of these programs, enhance relationships with K-12 partners and increase the number of events geared toward increasing high school yield. As one example, we are planning to implement 2+2 presentations to all of our partner high schools to discuss the opportunities and benefits of (2 years of) community college plus (2 years of) transfer to earn bachelor's degrees. In addition, we are waiting for updated data to see if high school yield has increased since implementing these strategies. However, based on anecdotal information (the number of Inyo County high school graduates who attended our Open House in Spring 2016 for Fall 2016 enrollment), we believe that we have increased the Inyo County High School Yield by at least five percentage points from 2014-15 to 2016-17.

When this initiative was written in October 2014 (for the 2015-16 academic year), the data available was the Inyo County Fall 2013 High School Yield which had reached a low of 11.52%. This number was a result of the decline in high school graduates from Bishop Union High School (by far the largest high school in Inyo County) matriculating to CCCC from a high of 34 students in 2012 to a low of 18 students in 2013. Shortly after this initiative was written, on November 4, 2014, we held the county-wide strategic planning meeting to discuss how to increase high school yield in Inyo County. We also immediately began to implement the above strategies. Data for the Fall 2014 later revealed a HS Yield of 12.30% when we wrote the initiative. After one semester of initial implementation (Spring 2015) of the above strategies, the Fall 2015 HS Yield was 13.98. We expect that when the data is available for Fall 2016, the HS Yield will be around 15-16%. We set an aggressive measure of success, which was to achieve a HS Yield of 16.52% by Fall 2016. We believe that we have the ability to eventually achieve and sustain a HS Yield of 20% in Inyo County as we continue to improve and enhance the above strategies.

Increase Scope and Use of ESCC Learning Assistance Center to Support Learning College Culture

ESCC made progress toward increasing the scope and use of the ESCC Learning Assistance Center to support learning college culture. Even though ESCC has achieved all measure of success, this initiative is in progress ESCC plans to continue focusing on increasing attendance at and collaboration on student workshops, receptions and other events coordinated through the LAC; ESCC plans to continue to enhance the usefulness of the L&L presentations; and ESCC plans to continue to increase the collaboration between LAC and teaching faculty.

1) ESCC continued to increase the number of student workshops, receptions and other events coordinated through the Learning Assistance Center in partnership with external agencies, foundations and community members. The LAC hosted 30 events (workshops, receptions and other events) in 2014-15, 48 in 2015-16 and has 60 planned for 2016-17. The events have primarily been hosted by LAC faculty, ESCC faculty and staff, and community partners (Owens Valley Career Development Center, Mammoth Lakes Foundation, Eastern Sierra Foundation, South Gateway Student Apartments and County Health and Human Services Departments).

2) ESCC expanded attendance at Lunch & Learn sessions by offering sessions less frequently. During 2014-15, ESCC hosted Lunch & Learn sessions nearly every week (13 sessions during Fall 2014 and 12 sessions during Spring 2015). Average attendance for the Fall 2014 sessions was 5.2 and for the Spring 2015 sessions was 5.1. Based on conversations with ESCC adjunct and full time faculty, ESCC decided to offer fewer Lunch & Learn sessions and focus on "higher demand" topics. During Fall 2015, ESCC reduced the number of Lunch & Learn sessions by nearly half, offering 7 sessions. Attendance more than doubled--average attendance was 11.9 in Fall 2015. Nevertheless, further conversations with ESCC adjunct faculty revealed that attending Lunch & Learn sessions was challenging due to conflicting work schedules and other time constraints. In Spring 2016,

ESCC decided to offer only three Lunch & Learn sessions, but focused on critical topics: ESCC updates, Emergency Response and Active Shooter Training. Average attendance for these sessions was 20.0. Considering ESCC has an average of 25 adjunct faculty each semester, 5 full time faculty and nine staff, we consider greater than 50% of ESCC employees in attendance to be a successful outcome. Additionally, attendance by educational partners increased for critical topic Lunch & Learn sessions. The Professional Development Committee determined that the "higher demand" and "critical topic" Lunch & Learn sessions would all be eligible for professional development credit, which also supported increased attendance.

3) ESCC increased the use of the Learning Assistance Center through increased collaboration between Learning Assistance Center faculty and ESCC teaching faculty. ESCC LAC faculty have increased collaboration with ESCC teaching faculty through a number of strategies. LAC faculty reach out to teaching faculty prior to the start of each semester to obtain due dates of key assignments and exams so that they can develop and schedule workshops in support of those assignments and exams. LAC faculty also work with teaching faculty to develop practices to encourage student use of LAC and include those practices in course requirements and syllabi. Such practices have included requiring students to complete assignments in the LAC, spend a minimum number of hours in the LAC and complete remediation in the LAC. LAC faculty also present to each class at the beginning of each semester outlining the services and resources available in the LAC. LAC usage in 2014-15 was 650 student contacts; usage in 2015-16 was 948 student contacts, an increase of 45.8%. Based on average weekly usage as of Week 13 of Fall 2016, usage in 2016-17 is expected to be over 1,000 student contacts.

Narrow Equity Gaps at ESCC

ESCC has not been able to verify whether or not equity gaps at ESCC have been narrowed. ESCC has not been able to obtain disaggregated data from IR for the sites based on demographic and other data for success, retention, completion and other factors. Thus, ESCC has not been able to identify equity gaps, nor develop strategies to close those gaps.

In the absence of disaggregated data, ESCC has assumed that the equity gaps at ESCC mirror the equity gaps at CCCC as a whole for each of our major ethnic groups. ESCC has thus focused on implementing strategies to better support outcomes for these groups. However, without being able to identify equity gaps, ESCC is not be able to measure success by determining whether or not equity gaps have narrowed from 2014-15 to 2015-16. Nevertheless, below are a description of the strategies ESCC has implemented in 2015-16 to improve access for underrepresented groups.

1) Strategies focused on ethnic minorities. ESCC serves two different communities: Mono County/Mammoth Lakes, CA and Inyo County/Bishop, CA. ESCC aims to ensure that the student body reflects the ethnic composition of the communities it serves.

Mammoth Campus ethnic composition. As of the 2010 US Census, Mono County was 26.5% Latino/68.2% White and Mammoth Lakes was 33.7% Latino/62.5% White. However, the ethnic composition of school-aged/college-aged population in Mammoth Lakes, as reflected by the Mammoth Unified School District diversity index is skewed more toward Latino students as indicated by a diversity index of 40 (out of 100). ESCC aims to achieve a student body composition between 26-40% Latino on the Mammoth Campus. We believe our strategies have been successful as the Mammoth campus ethnic composition has shifted from 9.9% Latino/80.3% White in 2008-09 to 42.9% Latino/49.0% White in 2015-16.

Mammoth Campus strategies. ESCC has focused on increasing the percentage of Latino students attending the Mammoth campus through working closely with the MUSD and the Mono County Office of Education. ESCC presents information about college, community college and opportunities at ESCC to Latino families through the MUSD Latino Family Literacy Program. ESCC has also hosted the MUSD District English Learners Advisory Committee on the Mammoth Campus and hosted the Latino Family Leadership Academy in conjunction with the MUSD, which aimed to develop stronger leadership strategies among Latino families regarding educational opportunities. ESCC also meets one-on-one with Mammoth High School seniors at MHS to review admissions, financial aid, scholarship and EOPS applications; provide educational planning; and assist with registration and ordering books. We coordinate with MUSD to provide a translator so that students' parents are able to understand and ask questions throughout the matriculation process. ESCC has also added an EOPS counselor and Educational Advisor so that this type of student assistance can be provided. Further, ESCC has a Spanish-speaking LAC faculty member who is able to support Spanish-speaking students and their parents, including concurrently enrolled high school students. ESCC has also hosted Lunch & Learn sessions focused on the Dream Act, issues related to Latino students, Diversity and other similar topics to raise awareness among ESCC faculty and staff. Lastly, ESCC has worked with the Mono County Office of Education to develop transitional pathways from Adult Education programs to Cerro Coso program, in particular for Latino students and students who are English Language Learners.

Bishop Campus ethnic composition. As of the 2010 US Census, Inyo County was 11.4% Native American, 20.9% Latino and 64.3% White. Because the City of Bishop has a population of less than 5,000, US Census data is not available by ethnicity for the City. Nevertheless, most Inyo County residents live the the "greater Bishop area," which includes the Bishop Paiute Reservation and many unincorporated areas such as West Bishop, Chalfant, Rocking K and so forth. The ethnic composition of school-aged/college-aged population in the Bishop area, as reflected by the Bishop Union High School diversity index of 50, is skewed more toward minority ethnic groups. ESCC aims to achieve a student body composition between 12-15% Native American and 20-35% Latino.

We believe our strategies have been successful as the Bishop campus ethnic composition has shifted from 7.1% Native American/10.4% Latino/74.6% White in 2007-08 to 12.9% Native American/36.0% Latino/45.9% White in 2015-16.

Bishop Campus strategies. ESCC has focused on increasing the percentage of Latino and Native American students attending the Bishop campus through working closely with the Inyo County Superintendent of Schools and the Owens Valley Career Development Center. ESCC hosts a biennial Latino Family College Night to present information about college, community college and opportunities at ESCC to Latino families. ESCC relies on the same strategies used in Mammoth to reach Latino student in Inyo County: meeting one-on-one with high school seniors, adding an EOPS counselor and Educational Advisor, Spanish-speaking LAC faculty, and providing relevant L&L sessions. These strategies also support and attract Native American students. In addition, ESCC hosts the annual Native American Education Summit, is initiating a Native American Education Collaboration and meets monthly with OVDC to address Native American students' educational issues. Additionally, ESCC attends numerous Native American events to promote ESCC such as the NA Career Fair, NA College and Career Day, the Pow Wow, and NA Commencement Ceremonies. OVDC also hosts office hours at ESCC.

2. Strategies focused on gender. ESCC Bishop's demographics have historically skewed toward female, ranging from 59.4-67.5% female between 2006-07 and 2015-16. ESCC Mammoth's demographics have been more balanced between male and female, but the Town of Mammoth Lakes and Mono County are both skewed toward males (54.8% and 53.1%, respectively) whereas Inyo County is 50.4% male. Thus, ESCC's goal is to reflect more gender balance in the student body--50% female in Bishop and 45% female in Mammoth to also reflect the communities. ESCC's programs have largely been focused on transfer pathways and health careers certificates and degrees. Health careers programs have historically attracted more female students (for example, all but two of the ESCC LVN cohorts have been 100% female; two cohorts had one male each). ESCC has been focused on adding programs, degrees and certificates that traditionally attract male students. For example, ESCC has added the POST academy and introduced ADMJ courses on site. Additionally, ESCC added the EMT certificate, the Kinesiology Associate Degree for Transfer and PHED courses such as weight training, general conditioning and cardio-fitness on site. Through a grant from Toiyabe Indian Health Project, a fitness center was added on the Bishop campus to support these courses. ESCC is also working with Mono County Office of Education and Inyo County Superintendent of Schools to pursue WELD courses in Bishop and Mammoth. Although gender-balance in the student body has not yet been achieved, we believe that as these new programs and courses begin to gain momentum, ESCC's student body will begin to move toward more gender balance and more closely reflect the community demographics.

3. General strategies to improve success, retention, persistence and completion for all populations. ESCC has implemented the following strategies to improve outcomes for all populations:

- *Matriculation:* ESCC has focused on increasing the percentage of students who are fully matriculated through the addition of a full-time Educational Advisor and a part-time EOPS counselor. ESCC also works with all high schools in our service area to fully matriculate high school graduates who plan to attend CCCC. ESCC also hosts an Open House each semester to facilitate full matriculation. COUN C101 is required for all scholarship recipients. Matriculation components are completed in this course for any student who has not already completed matriculation.

- *Learning Assistance Center:* ESCC has focused on stabilizing and enhancing the LAC staffing and services. The LAC supports all students through one-on-one and group, drop-in and appointment-based supplemental instruction and study skills development, as well as building community, connection to the college and referrals to college and community resources. The LAC is open daily on both sites a minimum of 6.5 hours/day and staffed by regular adjunct faculty who embrace and employ all of the tenets of the RP Group's 10 Things Everyone Can Do to Support Student Success: 1) Ask students why they are in college; 2) Help students navigate their way through the different offices, programs and services at the college; 3) Connect students with services or resources that can help them with career exploration, goal selection and ongoing academic assistance; 4) Have high expectations for students and hold them accountable; 5) Ask students for feedback about their experience, including what works, what needs improvement and what's missing; 6) Encourage participation in out-of-class activities; 7) Help students build peer support networks; 8) Show students that you are proud to work at your institution and that they should be proud to be enrolled at your community college; 9) Recognize the value of students' talents, abilities, skills and experiences and connect them with opportunities to contribute; and 10) Communicate and demonstrate to students that you care about their success. The LAC is ESCC's one-stop-shop for student success.

- *Student Activities:* ESCC has focused on increasing student activities to build community and connection to the college. Activities include welcome dinners/BBQs, coffee breaks, field trips to UNR, field trips to local attractions, and mid-term/final exam pot-lucks. Student workshops have included transfer week information and career workshops.

- *Faculty & Staff Lunch & Learn:* ESCC L&Ls have covered topics to help faculty and staff better support students such as stress management, sexual abuse reporting, Latino student concerns, Native American student issues, Access Programs, Honors Programs, Mental Health services, Health department services, and cultural sensitivity.

Initiatives for Next Academic Year

Develop Plan for Financing ESCC Facilities Improvements and Modernizations

Action Plan:

ESCC's facilities are nearly 15 years old. ESCC Bishop does not have a facilities bond in place and ESCC Mammoth has a bond that is restricted to specific facility improvements. ESCC will need to develop and implement a facility financing plan to address future facility needs. The action plan for this initiative includes:

1. Identifying and prioritizing the facility needs.
2. Estimating the scope and cost of each facility improvement/modernization project.
3. Identifying the various options for financing and the viability of each option.
4. Understanding the steps required and timeline for each financing option.
5. Present and seek approval to pursue and implement financing plan.

Measure of Success:

The measure of success will be measured by whether or not financing options have been identified, mapped out, presented and approved.

Person Responsible:

Director, ESCC

It directly addresses a college Strategic Goal or Objective

This initiative directly addresses College Strategic Goal #5 Organization Effectiveness.

Develop Transfer Pathways and ways to Measure Transfer

Action Plan:

ESCC offers IGETC and CSU transfer curriculum, has the Inyo-Mono Promise transfer program to UNR, offers Associate Degrees for Transfer, and provides workshops about transfer. However, many ESCC students still state that they want to transfer, but many are not able to or do not know how to do so. By developing a more comprehensive and detailed "transfer pathway," including connections between ESCC and transfer schools, ESCC alumni at transfer schools, and programs; sources of funding such as local scholarships for transfer; and a way to measure whether or not students transfer, ESCC believes that it will be able to better support students in achieving their goals of transferring.

Measure of Success:

ESCC will identify at least one school in each of the degree programs it offers to develop a relationship with. ESCC will identify ESCC alumni attending that school and alumni of the transfer school who are in the Eastern Sierra to build relationships. ESCC will increase the number of transfer scholarships available for ESCC students over the number available in 2015-16. ESCC will develop a method to track ESCC students who transfer whether or not they have graduated from ESCC.

Person Responsible:

Director, ESCC; Manager, ESCC; Educational Advisor, ESCC

It directly addresses a college Strategic Goal or Objective

This Initiative addresses CCCC Strategic Goal #1 Student Success, Objective #1 Increase Completion and Strategic Goal #3 Access, Objective #1 Optimize Student Enrollment and #2 Be the Higher Education Option of First Choice.

Resource Needs

Facilities

These are the ESCC Facility needs:

Priority	Rationale	Site	Request
High	Cost Savings/Safety	M	Exterior Lighting Reprogramming
High	Safety	M	Roll Up Doors A&R
High	Function	M	206/209 Blinds
High	Regulation	M	Cigarette/Trash Bins Exterior
High	Regulation	M	Order No Parking Fire Lane signs x1?
High	Regulation	M	Fire hydrant sign order
High	Safety/Function/Regulation	M	Storage Shed
High	Function	M	Science Expansion/215-16
High	Regulation/Safety/Function	M	Electrical Room Hooks
High	Safety/Regulation/Function	B	Order chair rack
High	Function	B	Install double-basin utility sink art x 2
High	Function/Safety	B	Shelving art storage
High	Function	B	Power in ceiling for art room projector
Med	Cost Savings/Comfort	M	Blinds/Window Shades in Hallway/Lobby
Med	Organizational Efficiency	B	M&O Office Order Shelving/Work Table
Med	Safety/Appearance	M	Painting/Carpet/Thresholds
Med	Regulation	B/M	Repair Flag Pole Lighting
Med	Appearance/Function	B	Lights above stage.
Med	Function	M	Outside Valves Boxes/Covers
Med	Safety/Appearance	M	Dumpster Door Repair
Med	Function	M	4x Paper Towel Dispensers Bathrooms
Med	Function	M	2x Soap Dispensers Bathroom
Med	Function	B/M	Nameplates (Mike, Kim, Dennis?)

Med	Function/Appearance	B	Community room "storage" curtains
Med	Function/Appearance	B	Community room stage back curtains
Med	Function/Appearance	B	Add wall between community room/LRC
Med	Function/Comfort	B	Sink/counter install in student lounge
Med	Function	B	Install storage shed
Med	Safety/Appearance	B	New carpet Lobby/A&R/Proctoring/iTV
Low	Function	M	207 Sign missing top
Low	Function	M	212 Sign s/b Science Lab, not Computer
Low	Function	M	212 sign s/b 211, not 212
Low	Function	M	215 sign missing
Low	Function	M	Room sign vending room/video room
Low	Function/Appearance	B	Community room stage lighting
Low	Function	B	Install washer/dryer stove hood in kitchen

Information Technology

These are ESCC IT Needs:

Upgraded Sound System - For graduation and other events

6 Wireless Clickers w/Laser Pointer (3 Bishop/3 Mammoth) - Instructional need for classrooms

2 Document Cameras for ART Rooms (1 Bishop/1 Mammoth) - Instructional need for classrooms

2 Desktop Color Printer/Scanner/Copier/Fax (1 Bishop A&R/1 Mammoth A&R) - Functional need to maintain services at A&R window

16 Upgraded A&R/Proctoring Laptops (8 Bishop/8 Mammoth) - To maintain proctoring services and assessment services

2 Video Sign 'transmitters' (1 Bishop/1 Mammoth) - To provide information to students and public

Marketing

ESCC has found that mailing postcards to all Inyo and Mono county postal customers each semester has been very effective in promoting the Registration Open House and informing underserved populations about CCCC programs (\$3,000 for mailing, \$1,500 for printing postcards each semester. TOTAL: \$9,000).

ESCC would like to develop color promotional tri-fold flyers for each of the CTE programs, Associate Degree for Transfer and Associate Degree programs offered at ESCC using local images, local students/graduates and ESCC specific contact information. We believe the design could be created in-house and that we would need \$3,000 for printing flyers in color.

ESCC would like to develop promotional video clips and testimonials. A video camera with tripod totaling \$500 is requested.

Current radio and print advertising has been working well and ESCC requests maintaining the current budget.

Professional Development

ESCC faculty, particularly adjunct faculty, have found it difficult to participate in professional development opportunities because they are not compensated for attending professional development opportunities at ESCC and are not compensated for travel to attend professional development opportunities at IWV. Further, the time required to travel to IWV is often prohibitive for ESCC adjunct who have other work and family responsibilities locally. ESCC would like to support professional development for ESCC faculty by arranging professional development opportunities locally, making them available via iTV, compensating adjunct faculty for attending, and compensating faculty to travel to IWV for in-person professional development opportunities.

On average, ESCC has 25 adjunct faculty each semester. At a \$30/hour rate for four hours of professional development per semester, ESCC would need to budget \$7,000 (including benefits) for professional development held locally.

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

EOPS Adjunct Counselor

Location:

ESCC Mammoth Lakes

Justification:

ESCC is not able to meet student demand for ACCESS programs student services. An additional 15 hour/week of adjunct ACCESS counselor time is requested for the 2017-18 academic year. ESCC hired a 21 hour/week adjunct ACCESS Counselor in Spring 2016. Prior to Spring 2016, ESCC did not have any ACCESS services on site. During the Spring 2016 semester, the ACCESS Counselor worked 21 hours/week on the Bishop campus. During the Fall 2016 semester, the ACCESS counselor worked 16 hours/week on the Bishop campus and 5 hours/week on the Mammoth campus. As a result, ESCC's ACCESS student numbers have grown from zero to 44 in Bishop and from zero to 14 in Mammoth. We believe that based on our student demographics in both Bishop and Mammoth, our ACCESS student numbers will increase with more accessibility to an ACCESS Counselor. Although KRV has 22 hours/week of ACCESS Counseling and 78 students and IWV has 29 hours/week and 79 students, Bishop and Mammoth are two separate campuses and with only 2 days/week in Bishop and 5 hours/week (one day/week) in Mammoth, it is difficult for students to connect with the ACCESS Counselor in Mammoth and for our numbers to grow. With a total of 36 hours/week and two different counselors (18 hours each), ESCC could have an ACCESS Counselor at both the Bishop and Mammoth sites for 4.5 hours each day (Mondays - Thursdays) and increase the numbers in Mammoth and increase access at both sites. By increasing the Mammoth numbers by just 24 students (38 students total for Mammoth), we would be at the same ratio of ACCESS staffing per student as IWV in terms of students per weekly hours.

2000 Category - Classified Staff